



A New Vision for Assessments

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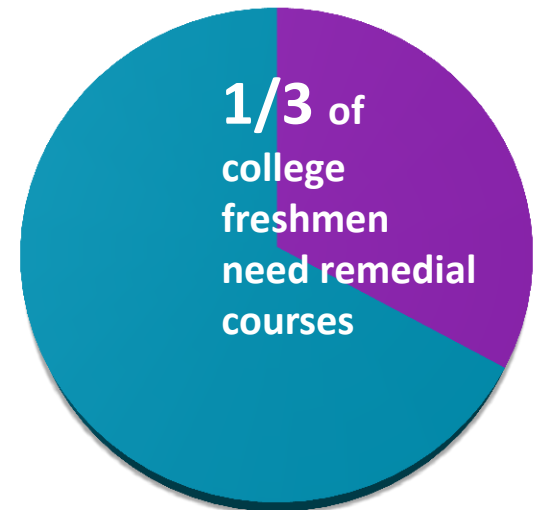
Why Higher Standards and New Assessments *Now*?



By the year 2020, 65% of all jobs will require some postsecondary education or training.

To ensure future economic sustainability, we must prepare all students to access postsecondary opportunities:

- The PARCC assessment system will impact 15 million students. 9 million of these students attend Title I schools.
- CCSS and PARCC have the potential to substantially improve educational equity, postsecondary opportunity, and economic mobility if ***implemented with fidelity by K-12 and embraced by postsecondary institutions.***
- **Our K–12 system is not adequately preparing students for college**



Why New Assessments Now?



The Common Core State Standards are here:

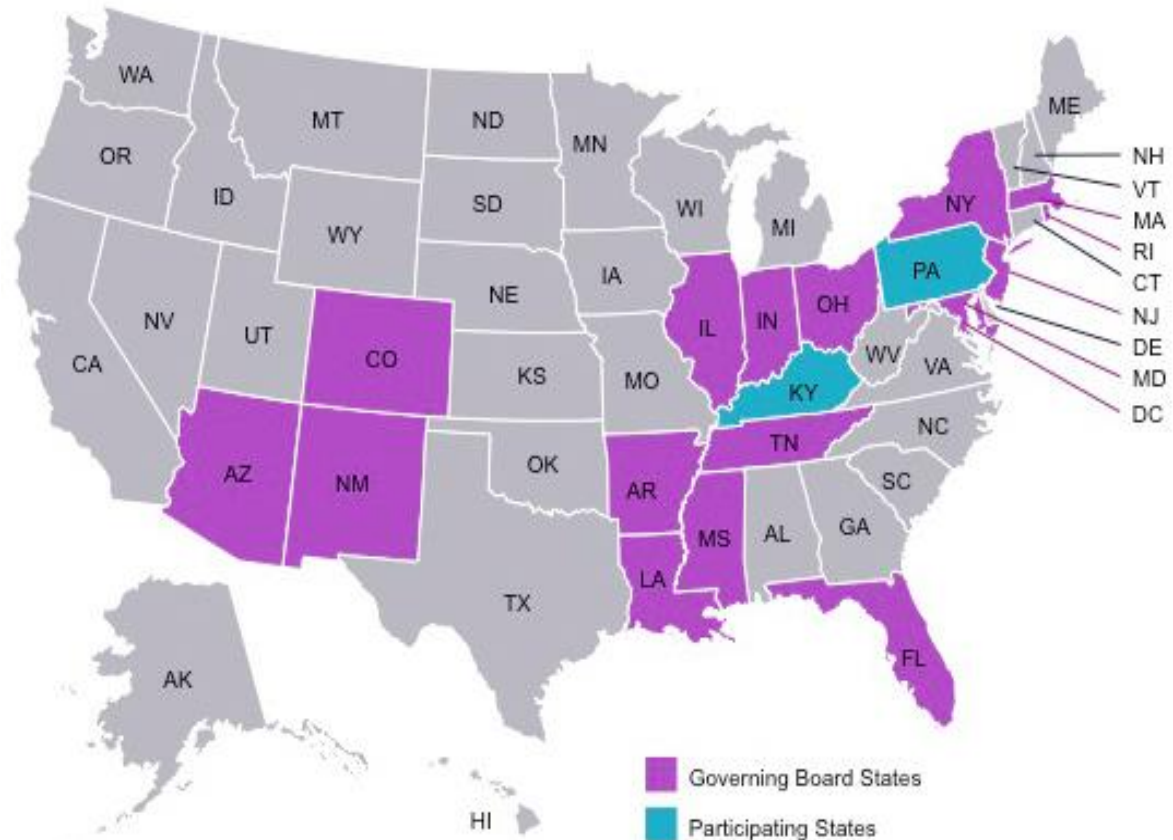
- States are implementing these standards for **ELA/literacy** and **math**
- Better standards **require better tests**
- High-quality tests **improve and inform instruction** — they don't detract from it
- Unlike many current tests, PARCC tests will be engaging and will test the ***critical-thinking*** and ***problem-solving skills*** students need to succeed in school and life.



PARCC: A Better Way of Measuring What Students Know and Can Do



- 19 states
- 15 million students in tested grades
- Aligned to the **Common Core State Standards**
- 2013–14 field testing
- 2014–15 implementation
- 2015 and beyond: **Sustainability as the PARCC Non-profit**



PARCC: College Ready Assessments Developed by States for the States



Students: Will know if they are **on track** to graduate ready for college/careers

Teachers: Will have access to **timely data** to guide learning and instruction

Parents: Will have **clear and timely information** about student progress

State Leaders: Will have **valid results** that are comparable across borders



PARCC Priorities



1. Determine whether students are **college and career ready or on track**
2. Connect to the **Common Core State Standards**
3. Measure the **full range of student performance**, including that of high- and low-achieving students
4. Provide educators **data throughout the year** to inform instruction
5. Create innovative **21st century, technology-based assessments**
6. Be **affordable** and **sustainable**

PARCC Assessment Design: The Basics



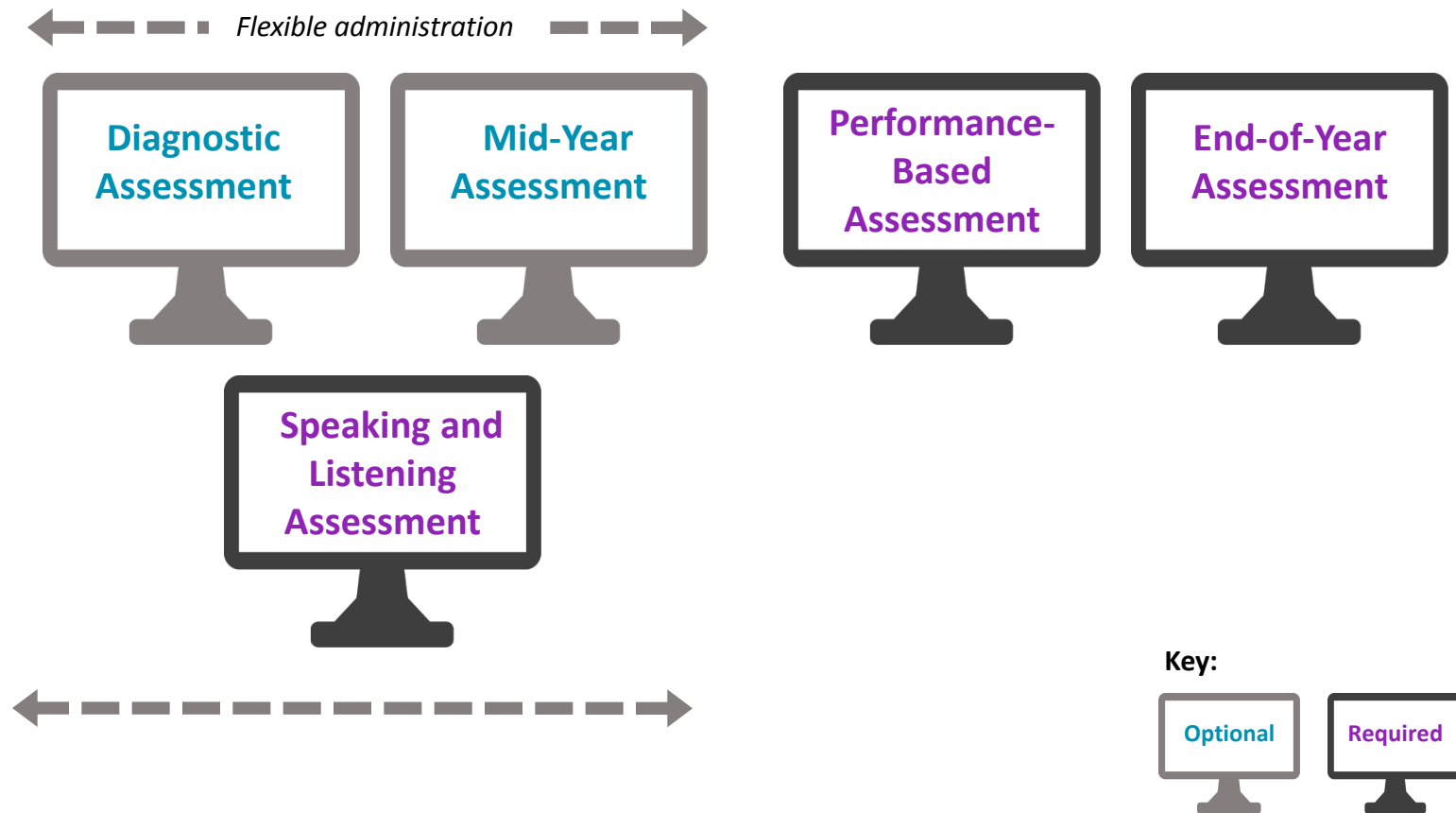
Assessments

ELA/Literacy and Mathematics, Grades 3–11



Beginning of
School Year

End of
School Year



Getting All Students College and Career Ready



Ongoing student support/interventions

K–2

Grades 3–8

High
School

Success In
first-year,
credit-bearing,
postsecondary
coursework

**Voluntary K–2
assessment** being
developed, aligned to
the Common Core State
Standards

Timely data showing
whether ALL students
are on track for college
and career readiness

**College readiness
score** to identify who is
ready for college-level
coursework

**Targeted interventions
and supports:**

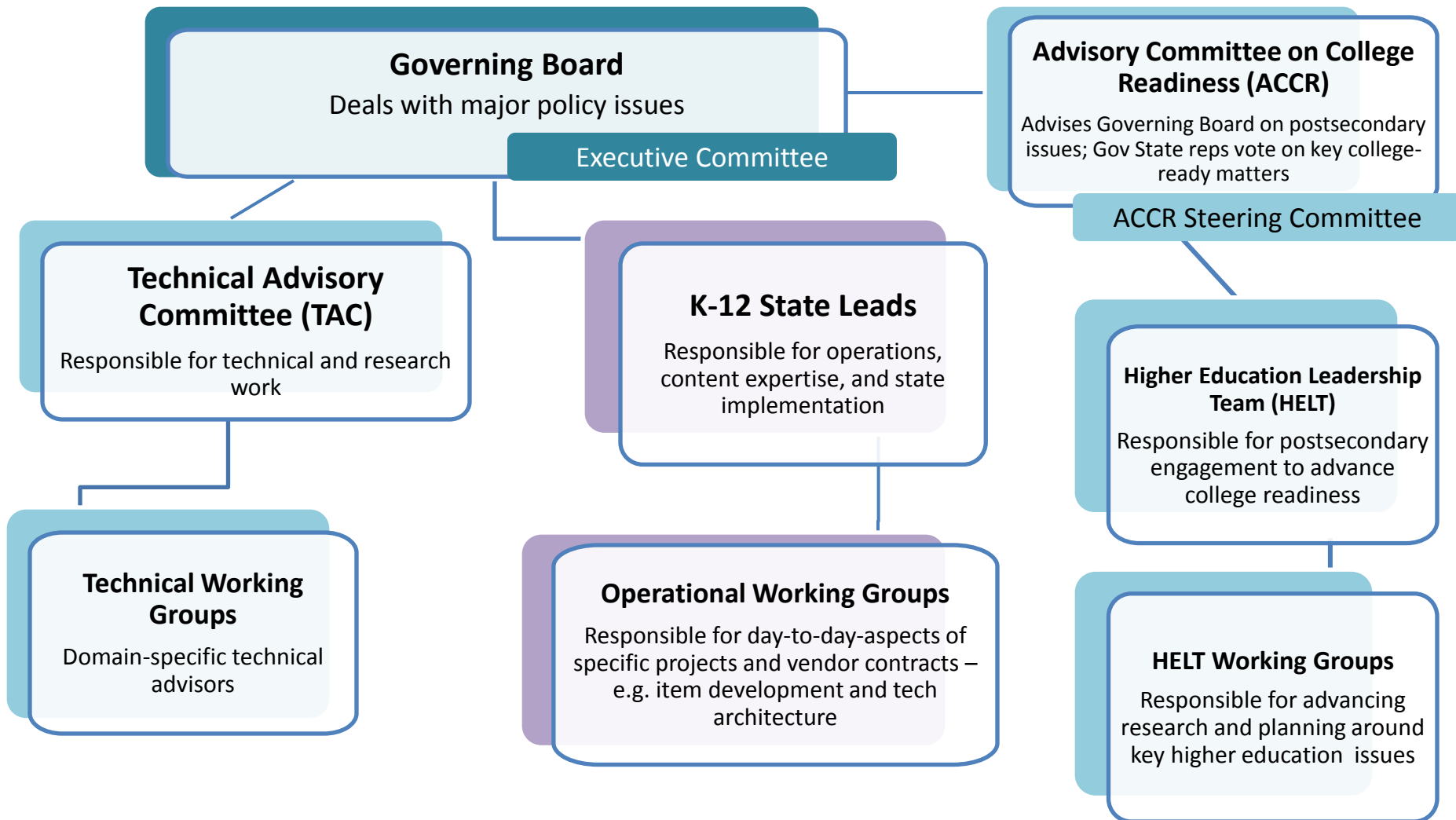
- State-developed 12th-grade bridge courses

Professional development for educators

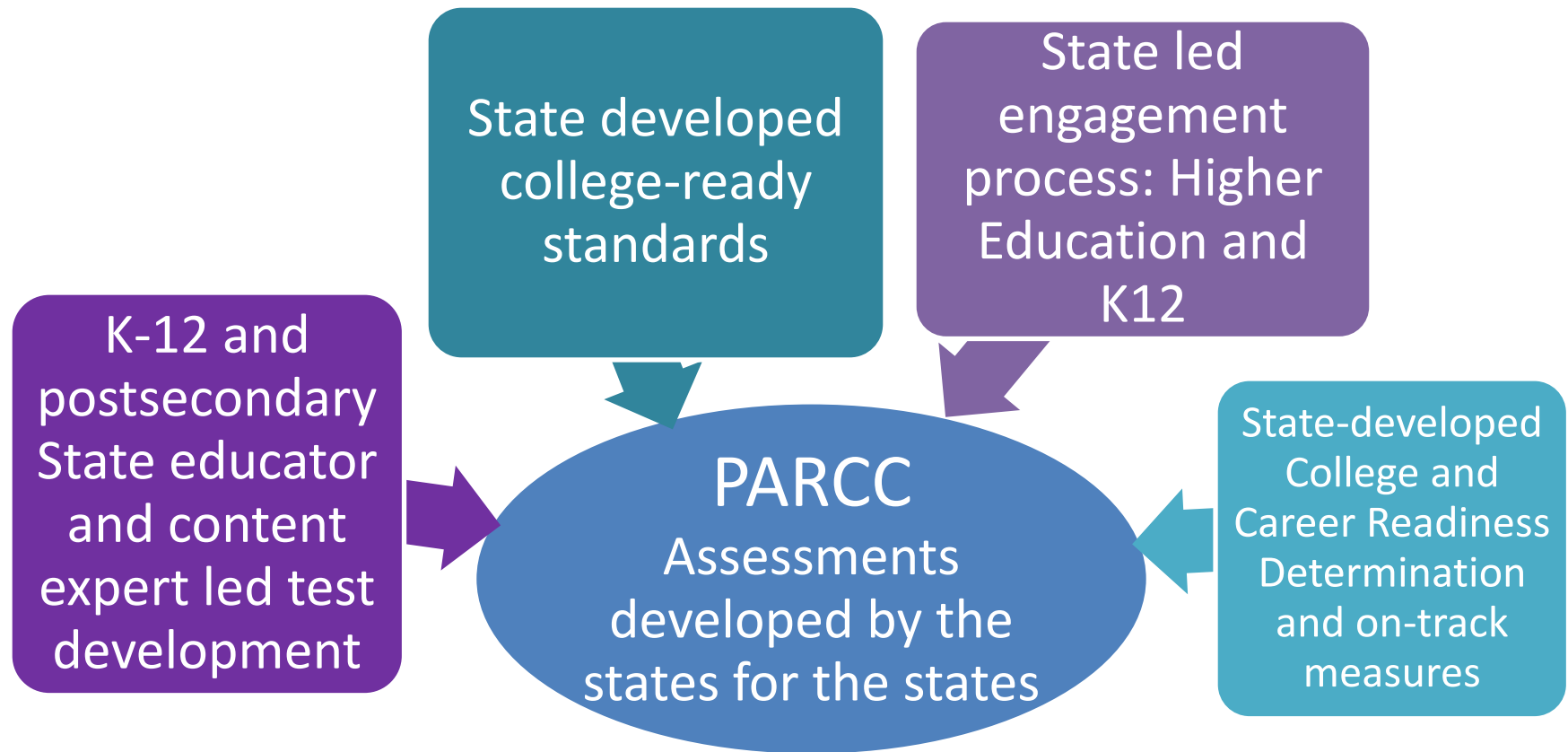
PARCC Assessment Design: State Led Development and Educator Engagement



PARCC Governance and Committee Structure



State Led Design and Development



Educators in the PARCC consortium can trust that test items reflect the Common Core State Standards and the quality expectations of teachers in their states

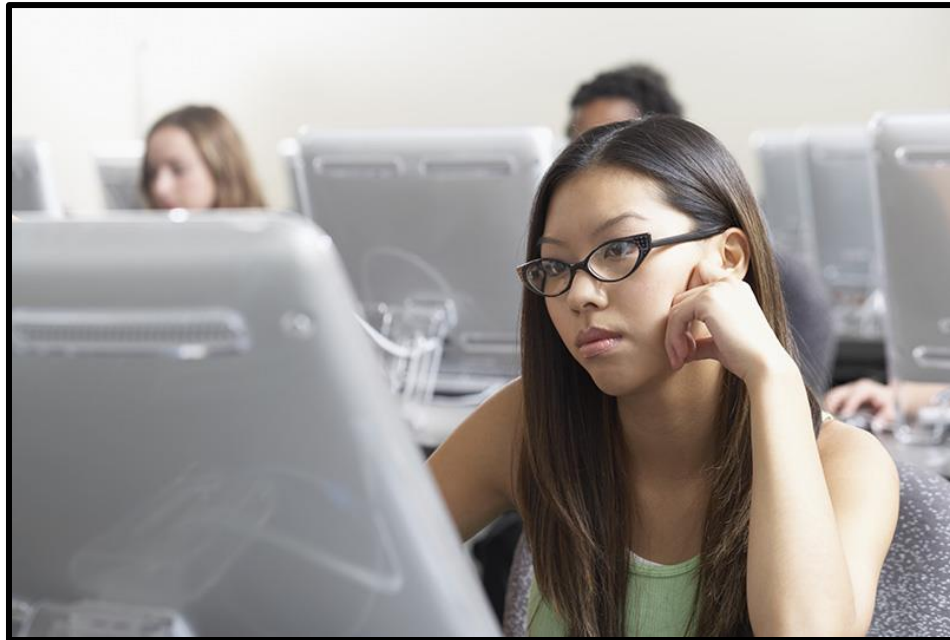
PARCC Implementation Guidance: Accessibility and Accommodations



Accessibility in Your Classroom



- All children have unique learning styles and needs
- Technology offers new and exciting ways to increase accessibility for all students



A New Vision for Accessibility



- Apply principles of **universal design** for accessible assessments during every stage of the development
- Minimize/eliminate features of the assessment that are irrelevant to what is being measured
- Measure the **full range** of complexity of the standards
- Leverage **technology** for the accessible delivery of assessment
- Build **accessibility** throughout the test itself without sacrificing assessment validity
- Use a combination of ‘accessible’-authoring and accessible technologies from the inception of items and tasks
- **Engage** state and national experts

Common Standards – Common Expectations – Common Access



What's New:

- Common accommodations and participation policies for students with disabilities, English learners, and English learners with disabilities.
- Technology
- Accessibility features for all students
- Increased involvement of all teachers in identifying tools

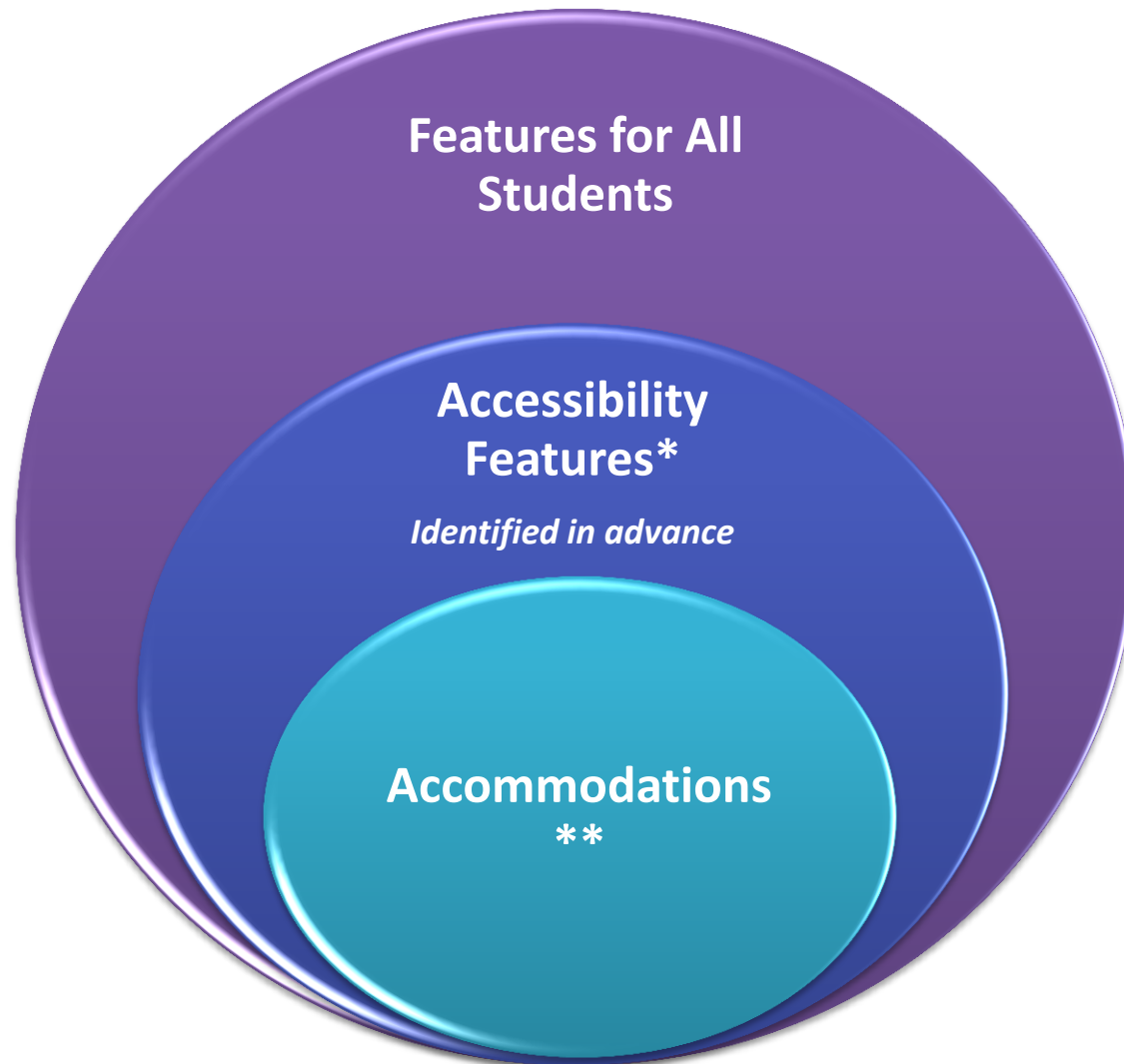
What's Similar:

- Role of the IEP teams and English learner teams
- Many accommodations currently used in states

Process for Developing Accessible Assessments



PARCC Comprehensive Accessibility Policies





Accessibility Features for All Students

Audio Amplification

Blank Paper *(provided by test administrator)*

Eliminate Answer Choices

Flag Items for Review

General Administration Directions Clarified *(by test administrator)*

General Administration Directions Read Aloud and Repeated *(by test administrator)*

Highlight Tool

Headphones

Magnification/Enlargement Device

NotePad

Pop-Up Glossary

Redirect Student to Test *(by test administrator)*

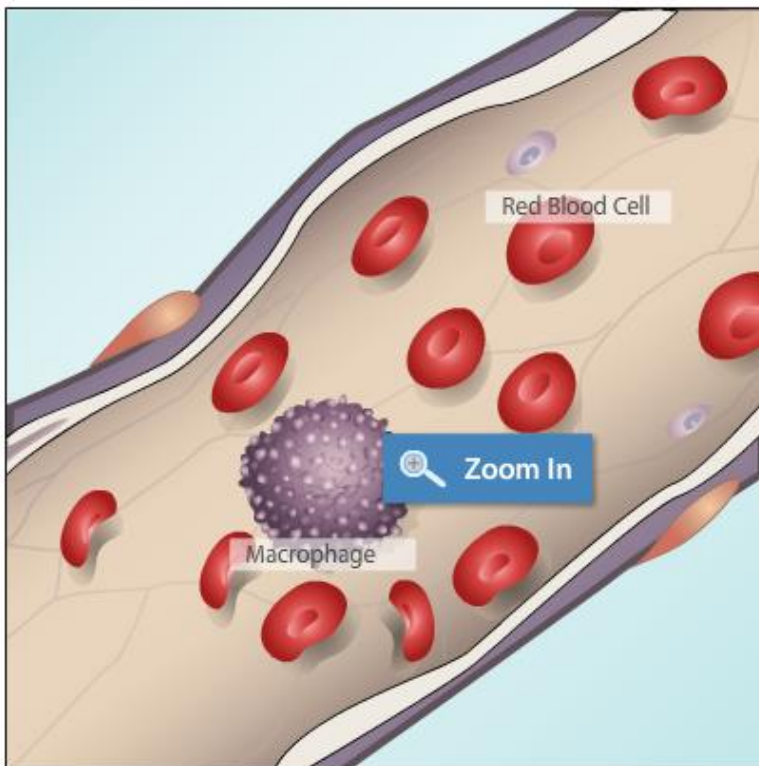
Spell Checker

Writing Tools

Embedded Features Demonstration



Use the Zoom In and Zoom Out buttons to view all parts of the cell below. Be sure to view all three animations.



Which cellular processes are shown in the animations? Select all answers that apply.

- ☐ A Osmosis
- ☒ ~~B Protein synthesis~~
- ☐ C Passive transport
- ☐ D Phagocytosis
- ☒ ~~E Cell replication~~
- ☐ F Cell reproduction

Example of “eliminate answer choice.”

*NOTE: NOT a PARCC item. Not on the PARCC delivery platform.

Embedded Features Demonstration



The Life of Bees

- 1 Bees are flying insects closely related to wasps and ants, and are known for their **role in pollination and for producing honey and beeswax**. Bees are a monophyletic lineage within the superfamily Apoidea, presently classified by the unranked taxon name Anthophila. There are nearly **20,000 known species of bees** in seven to nine recognized families, though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.
- 2 Bees are adapted for **feeding on nectar and pollen**, the former primarily as an energy source and the latter primarily for protein and other nutrients. Most pollen is used as food for larvae.
- 3 Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the superfamily. Bees all have two pairs of wings, the hind pair



Example of "highlighting."

***NOTE:** NOT a PARCC item. Not on the PARCC delivery platform.





Accessibility Features Identified in Advance

Answer Masking

Background/Font Color (Color Contrast)

General Masking

Line Reader Tool

Text-to-Speech for the Mathematics Assessments



Content Area	Presentation Accommodations
ELA/Literacy	Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages*
	Braille Edition of ELA/Literacy Assessments (Hard-copy braille tests and refreshable braille displays for <i>ELA/Literacy</i>)
	Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments
	Descriptive Video
Mathematics	Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing
	Braille Edition of Mathematics Assessments (Hard-copy braille tests for <i>Mathematics</i>)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Tactile Graphics
	Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing
	Paper-and-Pencil Edition



Content Area	Response Accommodations
ELA/Literacy	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments*
	Word prediction on the ELA/Literacy Performance-Based Assessment*
Mathematics	Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Braille note-taker
	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments

Other Proposed Accommodations



Category	Accommodation
Timing & Scheduling	Extended Time
Setting	Many settings that were once considered accommodations are now consider accessibility features for all students and will be included in the test administrator manual. These include – separate location, small group testing, specified area or seating, time of day, and frequent breaks.

Accommodations for English Learners



KEY for Table 5 below:

- Highly recommended for use by English learners at this English language proficiency level
- ⊙ Recommended for use by English learners at this English language proficiency level
- May not be appropriate for students at this ELP level

Accommodation	Beginning	Intermediate	Advanced
Extended Time	●	●	●
General Administration Directions Clarified in Student's Native Language (by test administrator)	●	⊙	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	⊙	○
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	●	⊙	○
Word-to-Word Dictionary (English/Native Language)	○	●	●

Translation Policy



- PARCC will develop translations of its **mathematics assessments** into Spanish and other languages as necessary, but use of the translated assessments will be a state decision. The additional costs associated with translating and administering assessments in languages other than English will be shared by the states that use them.



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